

## Section 11t Equalization Funds - LEA Plan of Use Narrative

Agency: Walled Lake Consolidated Schools

2021 - 2022

Recipient Code: 63290

- The LEA Plan of Use Narrative is currently in progress and not ready for submission. The LEA agrees to amend their application at the time the Plan of Use Narrative is complete.

**Please describe the extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in-person learning:**

Over 22% of the funds made available under ARP ESSER III will be used by Walled Lake Consolidated Schools to lower class sizes at the elementary level. Twenty-two sections were added or retained, that in the absence of these funds, would not have been possible. Lower class sizes, in part, allow for better social distancing as suggested by the latest CDC guidance.

Other items to be covered by this grant include personal protective equipment and the cost to regularly disinfect our buses. In addition, Walled Lake Schools has followed the Oakland County Health Division mask mandate and has hosted numerous school and community vaccine clinics, both as additional strategies to prevent and mitigate further infection.

Together, the efforts above have assisted with the continued ability to provide in-person learning for our students.

**Please describe how the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year:**

WLCSD will use these funds to offer a variety of comprehensive summer learning programs that promote academic and social emotional support. Data will be used to provide targeted instruction in literacy and math. Credit Recovery programs will also support our secondary students to ensure successful completion of courses. A variety of after-school tutoring and enrichment opportunities will also be offered.

Sections of Math and English Language Arts will be added at all three high schools, to provide struggling students with another level of support. The ARP ESSER funding will also allow us to provide district teachers to support a continued virtual option for those families that choose it.

An evidence-based literacy program will be purchased and used to better assess our K-5 students.

Teachers will be better equipped to meet the ever-changing needs of every student by leveraging technology to provide embedded assessments and differentiated instruction. This will be possible through the purchase of necessary software licenses with advanced features, providing teachers with expanded information and resources. Professional development will be provided to ensure all teachers can fully benefit from the added features.

Professional development and specialized training will be provided to teachers and para-educators in a variety of areas to assist instruction.

MTSS Learning Specialists will be hired and partially funded through this grant to provide ongoing coaching to teachers.

**Please describe how the LEA will spend its remaining ARP ESSER funds consistent with section 2001(e)(2) of the ARP Act.**

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Class sizes have been reduced at all elementary buildings by adding or retaining twenty-two sections that otherwise would not have been possible.

Middle school and high school counselors will be funded, ensuring a continued emphasis on the social and emotional needs of our students and staff.

**Please describe how the LEA will ensure that the interventions it implements, including but not limited to the interventions implemented under section 2001(e)(1) of the ARP Act (see below) to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.**

Benchmark Assessment data will be reviewed in the fall, winter and spring, to ensure that progress is being made by students. Adjustments deemed necessary by the data reviews, will be implemented without delay. iReady, the diagnostic assessment tool used for grades K-8, provides resources specific to the needs of every child and adapts to their individual changing progress. Disaggregated data will be used to identify students in particular subgroups in need of additional targeted support.

The social and emotional needs of both staff and students is a focus of our district during 2021/2022 and will remain so in the coming years. Our middle school and high schools will be staffed with highly qualified counselors. Four new social workers have been added based on anticipated additional grant funding. These positions are also assisting us with meeting the social, emotional, and academic needs of all students. Funding will also support the development of a social-emotional screening tool to be implemented as part of our ongoing MTSS work. This screening tool will provide data to help staff address needs of individual students as well as groups in need of intervention.